



ROSEMARY MIDDLE

12804 County Line Rd.
Andrews, South Carolina

Grades	6-8 Middle School	
Enrollment	459 Students	
Principal	Michael J. Cavaris	843-264-9780
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

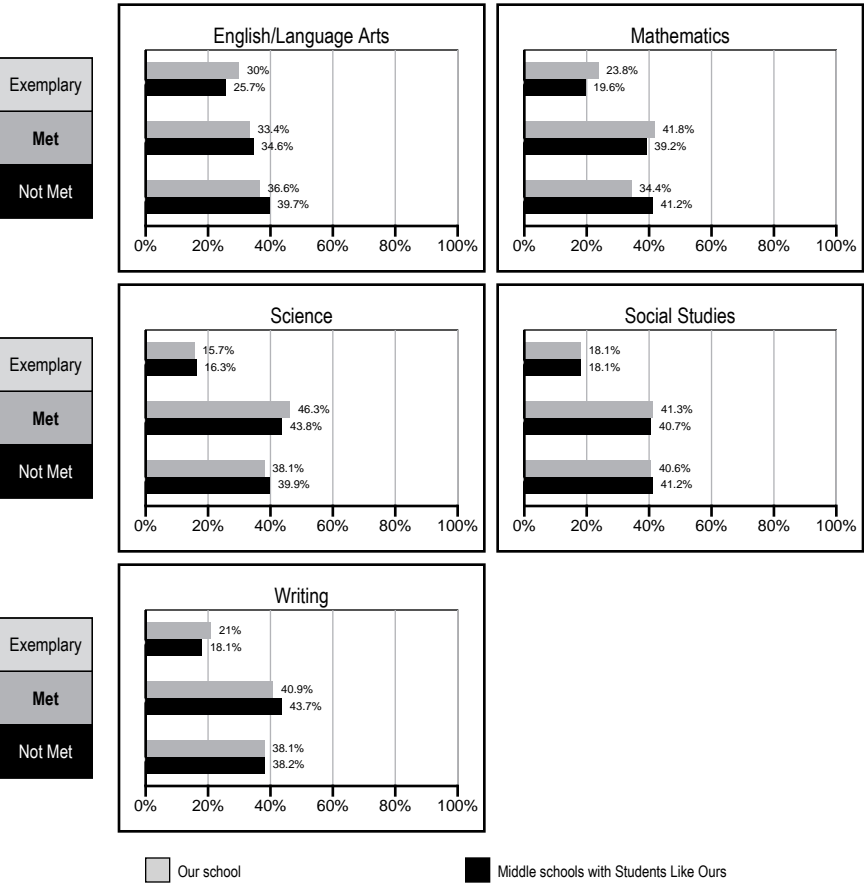
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	18	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.5%	92.6%
English 1	100.0%	94.0%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	91.1%	92.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=459)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Up from 13.5%	18.0%	24.2%
Retention rate	1.3%	Down from 1.7%	0.8%	0.7%
Attendance rate	95.6%	No Change	95.4%	95.9%
Eligible for gifted and talented	18.7%	Up from 17.1%	11.2%	16.4%
With disabilities other than speech	9.3%	Down from 10.4%	14.5%	12.0%
Older than usual for grade	3.9%	Down from 4.6%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.6%	0.6%	0.5%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Down from 61.1%	57.5%	58.5%
Continuing contract teachers	75.0%	Up from 61.1%	72.6%	80.0%
Teachers with emergency or provisional certificates	3.6%	Down from 9.7%	6.4%	4.0%
Teachers returning from previous year	79.7%	Down from 81.1%	82.3%	84.6%
Teacher attendance rate	94.2%	Up from 94.0%	95.0%	95.4%
Average teacher salary*	\$47,527	Up 2.0%	\$45,750	\$46,561
Professional development days/teacher	10.2 days	Down from 15.4 days	10.5 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.3 to 1	20.6 to 1	21.1 to 1
Prime instructional time	88.9%	Up from 88.0%	89.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	96.1%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$9,166	Up 5.8%	\$8,618	\$7,802
Percent of expenditures for instruction**	55.7%	Down from 59.4%	62.3%	63.8%
Percent of expenditures for teacher salaries**	52.1%	Down from 53.0%	58.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As principal of Rosemary Middle School, I am extremely proud of our many accomplishments this year. We appreciate the support of our parents and community. We are also very proud of the involvement of our PTSA (Parent, Teacher, and Student Association), SIC (School Improvement Council), and our partnership with the 21 Century Program in Andrews. Their dedication and commitment to our school has made a positive difference for our staff and students.

Our students have worked especially hard this school year. We have charted continuous growth as it pertains to MAP (Measures of Academic Progress) and the use of Bench Mark data as well. Our students also participated in an extensive workshop focusing on the writing portion of the PASS exam. Our attendance rate has remained at a commendable level for the school.

Our dedicated faculty and staff continue to be committed to improving student achievement. The implementation of Professional Learning Teams and a concentrated effort in examining student work has been a significant piece of our Professional Development for this past school term. Our staff believes that this continued effort will ultimately increase our success rate at Rosemary Middle School. We are also excited about offering for the 2nd consecutive year 100 minute ELA and Math classes in the sixth grade, as well as, focusing on reading across the curriculum.

Our students received numerous academic awards such as runner-up in the Academic Fair and Academic Bowl this year. We also had several students placed either 1st or 2nd in the Low Country Science Fair. In the coming year emphasis will continue to be placed on closing the achievement gap and maintaining a safe and nurturing environment. With the continued help and support of our community, parents, and staff we are able to assure our students have the opportunity to receive the very best education possible. On behalf of the entire Rosemary family, I want to sincerely thank everyone for making this an exceptional year for our school

Michael J. Cavaris, Principal
Gwendolyn Fraiser, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	108	26
Percent satisfied with learning environment	94.3%	69.4%	84.0%
Percent satisfied with social and physical environment	94.3%	69.2%	61.5%
Percent satisfied with school-home relations	45.7%	78.5%	76.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	458	100	38.7	32.5	28.8	74.2	83.7	83.5	Yes	Yes
Gender										
Male	244	100	43.2	31.2	25.6	69.2	80.4	80.1	N/A	N/A
Female	214	100	33.5	34	32.5	80	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	214	100	28.6	31.1	40.3	78.6	90.1	89.6	Yes	Yes
African American	234	100	47.9	34.2	17.8	70.8	76.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	100	N/A	N/A	N/A	17.9	43.5	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	355	100	44.7	32.4	22.8	69.4	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	458	100	34.8	41.7	23.5	77.9	82.1	80.4	Yes	Yes
Gender										
Male	244	100	38	41	20.9	73.9	79.7	78.4	N/A	N/A
Female	214	100	31	42.5	26.5	82.5	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	214	100	28.2	42.2	29.6	83	89.2	87.8	Yes	Yes
African American	234	100	41.1	41.1	17.8	73.1	74	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	100	N/A	N/A	N/A	20.5	37.8	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	355	100	39.3	40.2	20.4	73.3	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	293	100	38.1	46.3	15.7	61.9	63.8	67.3
Gender								
Male	153	100	40	46	14	60	62.5	66.9
Female	140	100	35.9	46.6	17.6	64.1	65.1	67.7
Racial/Ethnic Group								
White	132	100	24.4	48	27.6	75.6	78.7	79.6
African American	155	100	50	44.6	5.4	50	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	100	N/A	N/A	N/A	12	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	228	100	44.2	44.7	11.1	55.8	52.8	55.4

Social Studies

All Students	295	99.7	40.6	41.3	18.1	59.4	67.7	70.9
Gender								
Male	163	99.4	44.8	35.1	20.1	55.2	66.3	70.1
Female	132	100	35.2	49.2	15.6	64.8	69.2	71.7
Racial/Ethnic Group								
White	144	100	35.3	38.1	26.6	64.7	78.2	79.2
African American	145	99.3	46.2	45.5	8.3	53.8	55.4	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	N/A	N/A	N/A	17.9	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.3	68
Socio-Economic Status								
Subsidized meals	223	100	46.1	41.7	12.1	53.9	57.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	461	99.4	37.7	41.1	21.1	62.3	69.4	72.1	95.6	95.8
Gender										
Male	245	99.6	47.2	37.9	14.9	52.8	62.3	65.2	95.2	95.7
Female	216	99.1	26.5	45	28.5	73.5	76.9	79.2	96	96
Racial/Ethnic Group										
White	216	99.5	29	43	28	71	79.6	80.8	93.9	95.2
African American	235	99.2	45.7	40.2	14.2	54.3	58.3	59.7	97.1	96.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	82.8	87	90.5	96.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.2	64.6	96.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	41	100	N/AV	N/AV	N/AV	2.6	16.6	27.7	93.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.3	63.7	95.8	97.1
Socio-Economic Status										
Subsidized meals	355	99.2	42.9	38.7	18.3	57.1	60.4	61.9	95.2	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	128	100	29.3	47.2	23.6	70.7
	7	171	100	42.2	34.3	23.5	57.8
	8	173	100	38	41.1	20.9	62
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	168	100	34.6	34	31.5	65.4
	7	130	100	37.4	30.9	31.7	62.6
	8	160	100	44.3	32.2	23.5	55.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	128	100	26.8	51.2	22	73.2
	7	171	100	36.1	47.6	16.3	63.9
	8	173	100	35.6	49.7	14.7	64.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	168	100	22.8	38.3	38.9	77.2
	7	130	100	30.9	47.2	22	69.1
	8	160	100	51	40.9	8.1	49
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	37.1	53.2	9.7	62.9
	7	171	100	45.2	41.6	13.3	54.8
	8	86	100	58.8	30	11.3	41.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	84	100	41	50.6	8.4	59
	7	130	100	35	50.4	14.6	65
	8	79	100	40	34.7	25.3	60

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	29.5	60.7	9.8	70.5
	7	170	100	58.8	29.1	12.1	41.2
	8	87	98.9	25.6	51.2	23.2	74.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	84	100	20.3	62	17.7	79.7
	7	130	100	49.6	30.9	19.5	50.4
	8	81	98.8	47.3	36.5	16.2	52.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	38.1	50	11.9	61.9
	7	170	98.8	41.5	38.4	20.1	58.5
	8	174	99.4	40.2	45.7	14	59.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	99.4	31.7	44.1	24.2	68.3
	7	132	100	38.4	41.6	20	61.6
	8	161	98.8	43.6	37.6	18.8	56.4

Abbreviations for Missing Data

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